DOCUMENT RESUME

ED 446 294 CG 030 320

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TITLE The Facilitator's Edge: Group Sessions for Edge-ucators.
INSTITUTION Human Resources Development Canada, Ottawa (Ontario).; Canadian Career Development Foundation, Ottawa (Ontario).; National Life-Work Centre, Ottawa (Ontario).
PUB DATE 1999-00-00
NOTE 44p.
PUB TYPE Guides - Classroom - Teacher (052)
EDRS PRICE EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Activities; *Adolescents; *Career Development; Career Planning; Daily Living Skills; Decision Making; Foreign Countries; Job Skills; Periodicals; Student Role; Workshops
IDENTIFIERS Canada

ABSTRACT

The Facilitator's Edge is a workshop series based on the life/work messages of The Edge magazine. The workshops are deigned to help educators, youth workers, and their career practitioners facilitate conscious career building. This manual consists of five group sessions, each focusing on a different career-building theme. "Megatrends and Making it Happen" explores the concept of taking initiative by having participants consider megatrends and related work opportunities. Participants personalize their learning by exploring times when they have or have not made things happen in their own lives. "Career Building Outside the Box" introduces the concept of conscious career building and reinforces for teens the value of not knowing exactly what they want to do with the rest of their lives. The "You're a Star!" module explores the myriad roles participants play in their lives. "Crystal Ball Gazing" introduces the concept of having a vision as a key to decision making. Within the final session, "Transferable Skills," participants identify skills used in familiar life/work roles and then identify skills preferred by employers in the New Economy. Student handouts for the activities are included. (Author/MKA)

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the facilitator's edge

group sessions for edge-ucators!

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INTRODUCTION

Welcome to the *Facilitator's Edge* - a workshop series based on the life/work messages of *The Edge* magazine. *The Edge* is the ultimate career info mag developed for and with youth (13-18 years of age). It is an annual Canadian publication about choices. *The Edge* and its support materials, including the facilitator's guide, parent's calendar and web site (www.theedgemag.org), support and celebrate all career journeys embraced by youth. *The Edge* materials foster "career friendly" communities for youth, setting new limits and turning imagination into reality.

The *Facilitator's Edge* consists of five group sessions designed to help introduce *The Edge* into workshop and/or classroom settings. Its intent is to help educators, youth workers and career practitioners facilitate conscious career building with their clients and students. Sessions have been developed for youth 13-18 years of age. Recognizing the diversity across this age range, we encourage you to adapt and tailor these materials to best meet your group's needs. Each session focuses on a different career-building theme. Most of the sessions reference the magazine directly as an integral component of activities; all support the concept of the magazine. While the sessions are inter-related in that they all focus on career building activities linked to *The Edge*, each can also stand alone. The sessions are not sequential, so can be used effectively in any order. If you choose to use all five sessions, however, the following provides a *suggested* order:

1. Megatrends and Making it Happen
2. Career Building Outside the Box
3. You're a Star
4. Crystal Ball Gazing
5. Transferable Skills

Length of Sessions: Sessions are designed to work within a 45 minute period. Optional activities are provided that can be included for a 60 minute period.

Extensions: Supplementary activities are suggested that help participants integrate their learning into their lives and communities.

Facilitator Friendly: Sessions have been developed to be "facilitator friendly" and do not require specific knowledge in career development. Each session includes brief background information that helps put it in perspective within the career building process. *Note : All handouts and supplementary facilitator materials are provided. The entire facilitator guide (including handouts and facilitator materials) can be photocopied for your organization's use with youth participants.*

Gender Reference: The pronouns he and she are used alternately.

Process Oriented Approach: All sessions feature a process oriented approach and are highly experiential. Participants' learning emerges from their experience of the activities and is reinforced through debriefing and use of a Learning Log.

Evaluation of Participants: The nature of the material does not lend itself to participant testing. If assessment is an issue, it is suggested that evaluation may be done on the basis of Complete/Incomplete. To this end, the Learning Log for each session provides a record of participation and a reflection of the participant's engagement in the process.

Brainstorming: Brainstorming is used frequently throughout the activities. If your group is not accustomed to the technique, review the following rules of brainstorming:

- participants share any and all ideas that come to their minds regarding the brainstorm topic
- ideas are not judged; all contributions are worthy
- record all ideas suggested, no matter how "off the wall"
- give a time limit for brainstorming, (approximately 7 minutes is usually sufficient for the suggested activities)
- participants often can be motivated by competition, so you may want to make it a contest (i.e. most ideas win)

Flip chart: If you have access to a flip chart, it is a great tool! Record ideas from brainstorming, participant feedback, etc. on the flip chart. As you fill pages, you can post them on the wall for the group to see. If you don't have a flip chart available, using large sheets of paper posted directly on the wall is also a great technique. Have participants record their group brainstorms and other work on these big sheets. It will be more fun than recording it individually on small sheets and it facilitates the sharing of information among groups.

Coloured Markers: If you are using a flip chart or large sheets of paper, the use of multi-coloured markers is suggested. The old black, red, blue and green are okay, but try the scented markers that come in a rainbow of colours. Again, they are more fun to work with. Participants enjoy using them and "Yes!", they will sniff them and discuss the scents, form favourites, etc. All this increases the fun and the engagement of the learners.

The Edge "creating career friendly communities for youth" project is a joint partnership of Human Resources Development Canada, the Canadian Career Development Foundation and the National Life/Work Centre.

All hard copies of Edge products (the magazine, calendar, and facilitator sessions) are available from the National Life/Work Centre. Call toll free @ 1-888-533-5683 or visit http://lifework.ca. Products are also available on-line in pdf file format at www.theedgemag.org.

ACKNOWLEDGMENTS

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M^2 Communications Inc.
Translation by: Alter Ego

The Project Team (Human Resources Development Canada, the Canadian Career Development Foundation and the National Life/Work Centre) would like to extend our sincere thanks to the following individuals who devoted their time, energy and talents to assist in the development of the *Facilitator's Edge Group Sessions*. The input that they provided (along with that of focus groups and field test participants) was invaluable in the development of these materials.

The Edge Steering Committee
Deborah Andrews (The Door), Murielle Ballantyne (Human Resources Development Canada), Lori Beech (London Investment in Education Council), Paul Boisvenue (Human Resources Development Canada), Marie-Hélène Destiné (Youth Services Bureau), Doug Francis (Career Education Programs Kamloops/Thompson, BC), Simon Lapointe (Katimavik), Barb MacCallum (Careerware, ISM), John McCormick (Canada Career Information Partnerships), Gregg Murtagh (The Sector Skills Council), Gary Rabbior, (Canadian Foundation for Economic Education)

A special thanks goes to the Canada Career Information Partnerships for their generous contributions.

A big thanks goes to **Focus Groups**
Ellen VanDoesburg, Red Deer Public School District, Alberta
Norma Thompson, Wild Rose School Division, Alberta
Rose-Mai Laundry, Optimum Human Resources, New Brunswick

Field Testing
Chris Andrew, Notre Dame High School, Red Deer, Alberta

Maida Findlay, Calvin Avery, Kids in the Hall Bistro Program, Edmonton, Alberta

Sandi Price, Barbara Ashmore, Joanne Tuffs, Edmonton Public School District, Edmonton, Alberta

Also, a special thank you to the following youth who contributed their expertise in providing graphic design, technical consultation and content feedback: Nicholas Handcock, Jeremy Handcock

SUGGESTED RESOURCES

CAREER DEVELOPMENT RESOURCES AND ENERGIZERS FOR GROUPS

A Book of Surprises. Emily Sylvester, 1999. Life-Role Development Group, Edmonton, AB. Contact: life-role@compusmart.ab.ca

Building Better Career Futures. Lynne Bezanson, Sareena Hopkins and Donnalee Bell, 1998. The Canadian Career Development Foundation (CCDF). Contact: CCDF T: (613) 729-6164, F: (613) 729-3515, E: ccdffcac@magi.com, W: www.ccdf.ca.

Engage Workshop Leader's Guide. Dave Redekopp et al., 1993. Life-Role Development Group, Edmonton, AB. Contact: life-role@compusmart.ab.ca

Engage at Work: Coordinator's Guide. Dave Redekopp and Barrie Day, 1994. Life-Role Development Group, Edmonton, AB. Contact: life-role@compusmart.ab.ca

Everyday Career Development. Dave Redekopp, 1994. Alberta Education, Edmonton, AB. Contact: Alberta Advanced Education and Career Development, Learning Resources Distribution Centre, T: (780) 422-1794, F: (780) 422-9750, W: www.aecd.gov.ab.ca/careershop

Groups Work: A Career Practitioners' Resource Guide. Alberta Advanced Education and Career Development, 1995. Contact: Learning Resources Distribution Centre, T: (780) 422-1794, F: (780) 422-9750, W: www.aecd.gov.ab.ca/careershop; or, (outside of Alberta) Canadian Career Development Foundation, T: (613) 729-6164, F: (613) 729-3515, E: ccdffcac@magi.com, W: www.ccdf.ca

The Real Game Series. Bill Barry. The Real Game Inc. and The National Life/Work Centre (NLWC). Contact: NLWC at T: 1-888-533-5683, F: (506) 758-0353, E: lifework@nbnet.nb.ca, W: http://real-game.ca

CAREER BUILDING RESOURCES FOR YOUTH

Career Information Hot Lines: Alberta: 1-800-661-3753 (Alberta residents only)

or (780) 422-4266 (outside Alberta)

Newfoundland: St. John's (709) 729-6600 or 1-800-563-6600 (outside St. John's)

Ontario: Job Grow and Training Hotline 1-800-387-0777 (Ontario only)

In provinces and territories without hot lines, contact the local Human Resource Centre of Canada or your local school guidance counsellor.

Canada Prospects: A tabloid full of career building information for all Canadians. It also provides additional resource suggestions. For a free copy: F: (613) 230-7681 or W: www.careerccc.org. Canada Prospects is a product of the Canadian Career Consortium.

Youth Link. A one-stop source of all the Government of Canada youth programs, services and resources. To order, F: (819) 953-7260 or call the Government of Canada Youth Information Line: 1-800-935-5555.

ON-LINE RESOURCES

There are literally hundreds of sites that you can access for career building information. The following provide a great start from which to build your own unique list:

www.cacee.com **Canadian Association of Career Educators and Employers Online** includes tips for resumes and interviews, surveys related to employer's views, etc.

www.thecircuit.org **Career Circuit** offers one-stop access to current information, practical resources and quality training for community agencies helping youth build their futures.

http://youth.hrdc-drhc.gc.ca **Human Resources Development Canada Youth Site** provides links to a variety of useful resources relating to youth and their futures.

www.hrdc-drhc.gc.ca/JobFutures **Job Futures** is a bilingual resource with information about the current world of work and labour market projections for the future.

www.workinfonet.ca **Workinfonet** is a bilingual Internet directory (like a phone book) that provides information on many aspects of the labour market. T: (613) 234-1016

www.youth.gc.ca **Youth Resource Network of Canada** provides a directory of web resources designed to help youth prepare for and find work.

INFORMATION ON LEARNING OPTIONS

www.aucc.ca/ **Association of Universities and Colleges of Canada** provides a post-secondary information site with links to member institutions.

www.WorkingOverseas.com **Living and Working Overseas** provides strategies and information regarding working internationally.

www.hrdc-drhc.gc.ca/student_loans/ **Canada Student Loans Program** is a bilingual web page providing information about financing post-secondary education through the Federal Government's student loan program. Special options may be available for students with disabilities and/or special needs. Call 1-888-432-7377 or (819) 994-1844.

INFORMATION FOR GROUPS WITH SPECIFIC NEEDS

www.indie.ca **Integrated Network of Disability Information and Education** offers persons with disabilities information about special events, opportunities, etc. T: (416) 766-4835

What Works: Career Building Strategies for Special Needs Groups. Human Resources Development Canada, 1999. Alberta Advanced Education and Career Development. Contact: Learning Resources Distribution Centre, T: (780) 422-1794, F: (780) 422-9750, W: www.aecd.gov.ab.ca/ careershop; or, (outside of Alberta) Canadian Career Development Foundation, T: (613) 729-6164, F: (613) 729-3515, W: www.ccdf.ca.

Within Reach: A Career Development Resource for Parents of Children with Developmental Disabilities. Helen Handcock and Dave Redekopp, 1997. Life-Role Development Group, Edmonton, Alberta. Contact: Alberta Association for Community Living, T: (in Alberta) (780) 451-3055, (outside Alberta) 1-800-252-7556

ADDITIONAL RESOURCES RELATED TO YOUTH

Lasting Gifts: Parents, Teens and the Career Journey. Bev Ross, 1995. Alberta Advanced Education and Career Development. Edmonton, Alberta. Contact: (In Alberta) Learning Resources Distribution Centre, T: (780) 422-1794, F: (780) 422-9750, W: www.aecd.gov.ab.ca/careershop; or, (outside of Alberta) Canadian Career Development Foundation, T: (613) 729-6164, F: (613) 729-3515, E: ccdffcac@magi.com, W: www.ccdf.ca

Learned Optimism. Martin E. P. Seligman, 1990. Houghton Miflin Company, New York.

The Optimistic Child. Martin E. P. Seligman, 1995. Houghton Miflin Company, New York.

Radical Change in the World of Work: The Workbook. Alberta Advanced Education and Career Development, 1996. Edmonton, Alberta. Contact: Learning Resources Distribution Centre, T: (780) 422-1794, F: (780) 422-9750, W: www.aecd.gov.ab.ca/careershop; or, (outside of Alberta) Canadian Career Development Foundation, T: (613) 729-6164, F: (613) 729-3515, E: ccdffcac@magi.com, W: www.ccdf.ca

Raising Self-Reliant Children In a Self-Indulgent World. Stephen H. Glenn and Jane Nelsen, 1989. Prima Publishing & Communications, Rocklin, CA.

SESSION OVERVIEWS

MEGATRENDS AND MAKING IT HAPPEN

This session explores the concept of taking initiative or "making it happen" by having participants consider megatrends and related work opportunities through an energizer and the first activity. The second activity helps participants personalize their learning by exploring times when they have or have not made things happen in their own lives.

CAREER BUILDING OUTSIDE THE BOX

This session introduces the concept of conscious career building and reinforces for teens the value of *not knowing* exactly what they want to do with the "rest of their lives." Career paths aren't linear and most of us don't follow a direct line from point A to point B. Two people may have the same job, but trained and developed their skill sets by different means. This section helps youth explore a variety of formal and informal learning opportunities, including ways to personally tailor their own learning plans. The concept of planning for career building activities outside of traditional post-secondary institutions is addressed in the major activity.

YOU'RE A STAR!

This module begins with a look at the myriad roles participants play in their lives. The main activity, "Dependable Strengths", provides participants with an opportunity to tell a story about something they have done in the past that they felt good about and/or proud of and to receive feedback regarding the strengths they have demonstrated in that experience.

CRYSTAL BALL GAZING

This module introduces the concept of *having a vision* as a key to decision-making. Participants are asked to identify decisions they are presently faced with in the energizer. Through the experiential activity, participants begin to develop a vision, using the analogy of gazing in their crystal ball. The relationship between their vision and their current decision-making is explored in the second activity.

TRANSFERABLE SKILLS

This session introduces the concept of transferable skills. Participants identify skills used in familiar life/work roles and then, referring to *The Edge* magazine, identify skills preferred by employers in the New Economy. They then explore the transferability of their current skills to work in the New Economy.

Note: Each session stands alone. At the same time, the content is related. If you choose to use several or all of the sessions, the above sequence is suggested, but not written in stone! One consideration when planning the sequence of sessions is the degree of group trust required. The session, "You're a Star" for example, will be most effective done with a group when they know one another and have established a degree of rapport.

MEGATRENDS AND MAKING IT HAPPEN

TO THE FACILITATORS

Session Overview

This session explores the concept of taking initiative or "making it happen" by having participants consider megatrends and related work opportunities through an energizer and the first activity. The second activity helps participants personalize their learning by exploring times when they have or have not made things happen in their own lives.

Background Information

Taking initiative is a key ingredient in the success of workers in today's workplace, whether they are employees or self-employed. Workplace trends towards less hierarchical structures, more team approaches and greater emphasis on entrepreneurial skills all support the importance of taking initiative. This session has youth exploring megatrends (i.e. significant trends that are likely to last for 20 years or more – e.g. the "baby boomers") to identify possible work opportunities. The activities reinforce the use of the critical skills required for a more pro-active approach to career building and support youth to personalize and integrate their learning.

Participant Materials

The Edge Magazine,1999, one per student

Handouts:

HO #1.1 Tuning in to Trends

HO #1.2 "Letting it happen?" vs "Making it happen!"

HO #1.3 Learning Log

Facilitator Materials

FM #1.1 Megatrends List

FM #1.2 Who's in Control

Learning Objectives

Participants will:

1) Become aware of the following five megatrends currently impacting the world: Information Age, Globalization, New Technology, Service Sector, and Small Business

2) Be able to identify work opportunities related to at least one megatrend

3) Be able to relate the concept of "making it happen" to experiences in their own lives

4) Be able to identify at least one personal characteristic related to "making it happen"

Energizer: Today's Trends (5 minutes)

Preparation

You will want to divide participants into five groups (one per trend). Determine the number of participants per group to ensure you will have approximately equal numbers in each group. Using the Megatrends List (FM #1.1), cut the list up into individual small pieces of paper (each with one trend) so that you have enough for one trend per participant.

Let's Go!

Place your individual pieces of paper with trend names in a suitable receptacle (e.g. a hat or box) and have each participant, "Pick a slip, any slip!" Tell participants to check the information on the slip they choose, but they must not reveal it to the rest of the group until you say, "Go!". Cautioning the group that they may not start until you say so, explain that they each have chosen a particular megatrend that is currently HOT! and that they must find the other people who have chosen the same megatrend as them. Explain that when you say, "Go!" they should approach one another and ask for each other's trend. When they find a match, they will stick together. The first group to find all their members will receive a large prize. Tell them to get ready, get set and "Go!".

When groups have been established, declare the winners! And the prize is.... *The Edge* magazine (1999). And ... not only that, the winning group gets to distribute it to all the other groups! Present the winning group with their prize, the magazine (one per participant) and have them distribute magazines to the rest of the groups. If they have already received magazines, you're on your own with that prize business!! Have each group identify which megatrend they represent. Tell participants they will remain in these groups for the remainder of the session.

Activity 1: Tuning in to Trends (25 minutes)

Distribute HO #1.1 (Tuning in to Trends)

Have the participants refer to the article, "Today's Trends: Transforming Your Career" in *The Edge* (1999). If time allows, and they have not seen the magazine previously, let them browse through it and find the article on their own. If time is an issue or they are already familiar with the magazine, refer them to page 10 for the article. Tell participants that this activity will be related to the article and the megatrend their group chose.

MEGATRENDS AND MAKING IT HAPPEN

Step 1: Define the terms, "trends" and "megatrends." (See article, 1st column, bottom of page) Draw the definitions from the group and generate examples to illustrate each term as appropriate. Note: The five megatrends are listed in the article as the Information Jitterbug, the Globalization Jig, the Techno Twist, the Service Sector Swing and the Small Business Shuffle.

Step 2: Have participants read the article and discuss.
Explain to participants that they will now:

a) Read the article
b) Discuss and summarize the information defining their trend in the article
c) Complete the related sections in the handout
d) Be prepared to share their summary with the large group

Step 3: Large group report/discussion
Have each small group identify which megatrend they represent and then share their summary of the information on that megatrend.

Step 4: Personalize the information
With the large group, generate an example for each megatrend that illustrates how that megatrend impacts on participants personally.

For example:

Information Jitterbug
Personal impact: Have any participants used the Internet to research education and work programs?

Globalization Jig
Personal impact: There are opportunities for international work like never before. Does anyone know anyone who works overseas?

Techno Twist
Personal impact: What are examples of technology that participants use in everyday life, e.g., bank machines, CD's, video rental?

Service Sector Swing
Personal impact: Participants likely know people who work in or are customers of the service sector. Think about massage therapy, personal trainers, small bookkeeping services, and/or small companies building web pages. Do they know anyone who takes advantage of those services? All are examples of relatively new and high growth occupations in the service sector.

Small Business Shuffle
Personal impact: Do any participants operate their own small business? Can they think of some people they know that do? What is the business? Seize the opportunity to relate it to a trend or one of the megatrends as appropriate.

Step 5: Identify work opportunities related to megatrends
Refer to the example in the article regarding social trends, the aging Baby Boomers and the potential work related to the trend. Using that example, reinforce that with every trend and megatrend comes many work opportunities. Using the same process as that outlined in the article, have each group generate as many work opportunities as they can think of that relate to their megatrend. Their list should include work involving both employment with an existing business/institution and self-employment. Ask participants to record the work opportunities generated on their handout and/or on flip chart paper.

In the large group, have groups share the work opportunities they have generated related to their megatrend.

After all groups have reported, have participants note on their handout any of the work opportunities generated that might appeal to them personally.

Debrief/Discussion
Explain to participants that they have just participated in a process that is key in the present world of work – checking what is happening in the world around them, thinking about the trends they see and identifying work opportunities related to these trends. Tell participants that this process is a very useful one in today's labour market and point out all the great ideas that were generated.

Integral to the process is a critical first step – taking initiative to actually make the process happen! Reinforce that making it happen is up to them. They can rely on peers, family and others for information and help but, in the end, each of them will make things happen for themselves. Invite any comments or observations they may have and discuss.

Explain to the group you are going to look at "making it happen" a little closer now.

MEGATRENDS AND MAKING IT HAPPEN

Activity 2: "Letting it happen?" vs "Making it happen!" (10 minutes)
Distribute HO #1.2 (Letting it happen?" vs "Making it happen!")

Explain to participants that you are going to ask them to look at their own lives to see when they let things happen and when they make things happen. Ask for a volunteer to share a time when she was in a situation when she let things happen. If you are unsure whether the group really understands the concept or are able to generate appropriate examples, share an example of your own, (either work or non-work related). HO #1.2 also gives a work-related example for reference.

Have participants complete HO#1.2 individually.

Have participants return to their small groups to brainstorm additional characteristics a person must have to "make things happen" (e.g., creative, assertive, risk-taker, be able to predict what might happen, etc). Have participants add any new characteristics to their own lists.

Have groups share the characteristics they identified with the large group.

Debrief/Discussion
- Are these characteristics desirable in personal life? In work life?
- Why or why not?

Learning Log
Distribute HO #1.3 (Learning Log)
If time permits, have participants complete them now; if not, encourage them to complete them later on their own time.

Extensions
Encourage participants to consider whether they are making things happen or letting things happen in the next week as they make decisions. Encourage them to tune in to times that they may be unconsciously letting things happen when they could take charge and make them happen. Invite them to record these occurrences in their Learning Log.

Closure (5 minutes)
Have participants reflect on the characteristics identified in the previous activity. (Characteristics a person must have to "make things happen"). Ask them to record in their Learning Log a personal characteristic that they possess that helps them "make things happen". If time permits and it is appropriate, have participants share the characteristic they have identified.

Optional Activity: Who's in Charge? (10 minutes)
Using 2 blank sheets of paper, have each participant make 2 signs:
1) Wendy
2) Someone else

Ask the group to listen to the scenario you will be reading about Wendy (see FM #1.2 Who's in Charge). Explain that after you read each section, you will give them a moment to consider, then you will be asking them to indicate who they think is really in charge of the decision made in that part of the scenario, Wendy or someone else. Tell participants they will indicate their answer by holding up the appropriate sign. Tell participants you will do a trial run with them.

Use the following example for your trial run: Wendy and her friend were shopping and Wendy decided to buy a new CD. She had chosen one she'd been wanting for awhile and showed it to her friend. Her friend said she already had that one and that Wendy could borrow it, suggesting to Wendy she buy a different one that the friend did not have. Wendy didn't really want that one, but didn't want to hurt her friend's feelings, especially since she was willing to lend her the CD. Wendy bought the CD her friend suggested.

Ask the group, "Who's in control?" Have them indicate their answer by raising the appropriate sign. Review the concept as necessary for those who thought Wendy was in control.

Read aloud the text from FM #1.2 (Who's in Charge). After each section, have the group indicate who they believe is in charge. Stop, discuss and clarify, as appropriate.

After completing the entire scenario, have the small groups discuss Wendy's actions and, assuming Wendy really does want to get a job, have them identify what Wendy might have done if she had taken control in each decision.

If time permits, have each group share a summary of their discussion.

Distribute HO #1.3 (Learning Log). Have participants identify and reflect on 2-3 decisions they have made in the last 2 days. For each decision, have them indicate whether they were in control or if someone else was.

CAREER BUILDING OUT OF THE BOX

TO THE FACILITATORS

Session Overview

This session introduces the concept of conscious career building and reinforces for teens the value of *not knowing* exactly what they want to do with the "rest of their lives." Career paths aren't linear and most of us don't follow a direct line from point A to point B. Two people may have the same job, but trained and developed their skill sets by different means. This section helps youth explore a variety of formal and informal learning opportunities, including ways to personally tailor their own learning plans. The concept of planning for career building activities outside of traditional post-secondary institutions is addressed in the major activity.

Background Information

As you are no doubt aware, teens often feel a great sense of pressure to "know what they want to do" with the rest of their lives. This pressure can result in inappropriate career decisions and, in some cases, costly and discouraging educational program choices. To try to take some of the pressure off, this session introduces participants to "Career Builders" (profiles of six young adults who have a variety of interests and educational experiences and who are taking some time to consider the next steps of their career journey). Participants are asked to help these fictional characters with their career building. These scenarios are meant to show that learning can take place in a variety of ways (both inside and outside of formal schooling) and to illustrate the importance of investing time and energy in career building — both now and throughout their lives.

Tips

The energizer results in participants forming groups that they will stay in for the next activity. Anticipate how many participants you will have and how many groups you want. Prepare the Learning Path slips from FM #2.2 accordingly.

Note the information handout (FM #2.1) provided for facilitators regarding a variety of learning options.

Learning Objectives

Participants will:

1) Become aware of a variety of learning options available
2) Become aware of career building alternatives to immediate further education or training
3) Understand the concept of conscious career building

Participant Materials

Handouts
HO #2.1 Career Builders
HO #2.2 Career Building Outside the Box, Example
HO #2.3 Career Building Outside the Box, Worksheet
HO #2.4 Learning Log

Facilitator Materials

FM #2.1 Learning Information Sheet
FM #2.2 Learning Options Category Slips (one per participant)

Energizer: Learning Options (5-10 minutes, depending on discussion)

This energizer has participants form groups by matching learning options with their related training programs. "Learning Options" (workplace learning included) are matched with specific programs and the training that they provide. Six types of "Learning Options" are included with five related programs and training for each.

Preparation

Cut up FM #2.2 into individual category slips. If you have fewer than 30 participants in your group, you will have to eliminate some categories. You may choose to keep all the types of learning options and drop some of the related programs. The choice is yours. If you have more that 30, you may want to add some programs to the "Learning Options" from your own knowledge.

Let's Go!

If you want to start off on a dramatic note, tell participants you are going to allow them to choose a slip of paper that could determine the outcome of their lives! Explain that each slip has either a type of learning option on it or the name of a specific training course or program. Allow participants to check their own slip for the information on it, but warn them they may not show it to anyone else at this time.

Distribute individual category slips to each participant, offering them face down and allowing them to choose their own. Once participants have checked their slips, tell them that if they have a training course or program, they must seek out the "Learning Option" that provides this training/program. Remind them that some will have "Learning Options" and, of course, they must find the reverse match by finding training and programs related to their option. Clarify that the workplace is considered a "Learning Option" and workplace learning, such as mentorship, is considered a related

program in this option. Ensure that everyone understands the instructions. Give an example if necessary to clarify. Have some fun and make this a competition. First group to find all their members wins....(you pick the prize!)

Let participants know they can now share the information on their category slip and they should mix and mingle to try to find the rest of their group. Tell them how many will be in their group and let them know the clock is running!

If some participants have trouble finding their group, encourage others to give them hints and help! Once all groups have formed, check with them regarding their learning option and the related training and programs. Some overlap may exist, so flexibility is encouraged regarding which group participants end up in.

The point of this energizer is to help participants become aware of the many learning options open to them, including paid and unpaid work experience. It is meant to introduce participants to the terminology of learning options. As each type of learning option is identified, if appropriate, ask participants what they know about these institutions and programs, and give them a little bit of information if they cannot generate it themselves. See FM #2.1 (Learning Information Sheet). For example, colleges generally offer 1 year certificates or 2 year diplomas; workplaces may offer professional development programs. Ask each group to be prepared to give two examples in their region or province of their type of "Learning Option" (again noting that the workplace is one such option).

Participants may have some opinions regarding the value of the various paths represented and it will be helpful to allow time for some discussion. Ensure any misconceptions are diplomatically corrected and encourage participants to take ownership of their beliefs and opinions. Obviously, what's right for them may not be right for the next person. Reinforce that there is a place for all the various post secondary paths and each has value and meaning for different individuals.

Emphasize the "Mix and Match" Approach
Ask participants what they think a "Mix and Match" approach to education might be. Facilitate the ensuing discussion and ensure that the major point is made:
Learning choices do not have to be "Either - Ors" (e.g., you can **either** go to a technical institute **or** a college). In fact, increasingly they are becoming "Both - Ands". You can go to **both... and** multiply your skills and knowledge! So...the new deal is **Mix and Match**! Earn a journeyman's status (Yep, that's what they are still called, although journeyperson would be more gender neutral!!) through apprenticing and combine it with technical courses to enhance your skills. Or, apply for an internship program while taking adult education courses.

Ask participants to provide additional examples to ensure they "get" this concept!

Try to keep all this information sharing short and snappy! Slip some of these valuable points in wherever they fit through the rest of the session. On the other hand, if participants get into a meaningful discussion that seems to be quite engaging for all, there's no time like the present to facilitate that learning .

Regroup in partners for the next activity
Have participants partner up with someone in their small group. Singles can either join a pair to make a group of three or join another single from another small group. You can be as directive as you choose with the partnering.

Activity 1: Career Building Outside the Box (20 minutes)
We're not going directly into formal education, but we are continuing to learn!

This activity has participants working in pairs to consider up to six different scenarios for "Career Building Outside the Box" and to identify the variety of paths the fictional teens could take in order to continue their career building outside of formal education.

Have participants discuss the meaning of the term "Career Building".
"Career Building" is the lifelong process of exploring options, building knowledge and skills, and experiencing a variety of life and work activities.

Inform participants that in this activity they will be involved in suggesting possible career building ideas for some teens.

Demonstration
Use one of the scenarios to demonstrate the activity. For example, Claude.

CAREER BUILDING OUT OF THE BOX

Read the background information regarding Claude and explain that he is reflecting on his career journey and has decided to spend some time career building outside of formal learning programs. Reinforce that it is okay not to know what you want to do with the rest of your life, and that, in fact, it is really positive to be open to many different alternatives for the future. Ask the group what career building activities Claude could do. Accept all suggestions, even the goofy ones. Acknowledge that these suggestions sound like fun, interesting, etc. and many, if not all of them, can be part of a career building plan. The key issue is how Claude sees his experiences and what he does with them.

Review the previous definition of career building, if appropriate.

Explain to participants that it is helpful to look at career building in terms of three areas:

- People - connecting with people "in the know" (ex. mentorship, coaching, networking)
- Learning - building knowledge and skills in areas of interest through formal and informal learning (ex. university programs, professional development, continuing education) and/or through "hands on" work experience (ex. volunteering, internships, co-ops, full and part-time paid work)
- Looking - taking a look around for new opportunities and ideas (ex. travelling, reading the paper, watching the news, information interviewing, etc.)

Continuing to refer to Claude, use the example in HO #2.1 to illustrate the activity. With the help of the group, proceed to identify one or two additional activities Claude could get involved in that would help him career build outside of formal schooling. Following the model in HO #2.2, break at least one of these activities down, identifying the "Career Building Area" and the gain for Claude.

Distribute Handouts
HO #2.1 Career Builders
HO #2.2 Career Building Outside the Box, Example
HO #2.3 Career Building Outside the Box, Worksheet

Have each pair choose the teen scenario they want to work on (i.e. Steve, Mary, Shaheen, etc.). It will be helpful if each scenario is used, but probably more important that each pair is allowed to choose the one that best relates to them. Have each pair complete the activity as you demonstrated it, identifying at least 5 career building activities, related areas, and gains for their teen.

Review the instructions as included on the worksheet.

Encourage participants to get creative with their activities.

If time allows, have participants complete the activity for more than one scenario.

Debrief/Discussion
Have participants report some of their career building activities, the related areas and gains. Try to elicit feedback regarding each of the "Career Builder" teens. Encourage discussion regarding the activities suggested. Compare various suggestions to illustrate the myriad of options available that result in effective career building experiences.

Draw attention to *The Edge* (1999) article, "I'm Going to University, I'm Not", (pp. 12-14) and encourage participants to read it. This article explores the views of two teens as they talk about their plans for career building.

Learning Log
Distribute HO #2.4 (Learning Log). Have participants complete it if time allows. If not, encourage them to complete it later, on their own time. Encourage them to think back to the last 3 months and record one way they career built involving people, learning and looking.

Closure (5 minutes)
Have participants reflect on the activities completed in this session. Ask them to identify at least one thing they learned about themselves and career building. Have them write this learning in their Learning Log.

Optional Activity: (15 minutes)
"I'm Going to University, I'm Not"
Refer to *The Edge* (1999) article, "I'm Going to University, I'm Not", (pp. 12-14).

Have participants read the article and, working in pairs, identify the career building activities these youth are planning. Have them break down the activities into career building areas and related gains as done in Activity 1. HO #2.3 (Career Building Outside the Box, Worksheet) can be used to structure the activity.

YOU'RE A STAR!

TO THE FACILITATORS

Session Overview

This module begins with a look at the myriad roles participants play in their lives. The main activity, "Dependable Strengths", provides participants with an opportunity to tell a story about something they have done in the past that they felt good about and/or proud of and to receive feedback regarding the strengths they have demonstrated in that experience.

Background Information

The majority of people (youth included), are often less aware of their strengths than they are of their weaknesses. They tend to take for granted the many skills that they use every day. Becoming aware of strengths, or personal assets, is a critical component of the career building process. Not only does it assist participants in broadening their perspectives, it also serves as a very effective confidence and self-esteem builder.

Learning Objectives

Participants will:

1) Become aware of and/or have reconfirmed a variety of assets they have demonstrated.
2) Begin to develop the ability to identify demonstrated assets in others and themselves.

Participant Materials

Index cards (1 for each participant) or, if unavailable, just plain paper is fine.

Handouts

HO #3.1 Rolemania
HO #3.2 Star
HO #3.3 Asset List
HO #3.4 Learning Log

Energizer: Role Mania (7 minutes)

Distribute HO #3.1 (Rolemania)

Tell participants this will be a carefully timed activity and the person to collect the most names in the allotted time will receive a huge prize. (If you don't have a huge prize available, you may want to promise only a small one... or perhaps none at all!)

Explain the activity

The object of the game is to identify people in the group who have filled the various roles listed on HO #3.1. Participants are allowed to circulate/mill about, but they are only to ask questions that can be answered with a "Yes" or "No". Tell participants that they should try to get one participant name per role.

Demonstrate

Tell the group you are going to give them one freebie. Choose someone who will benefit from the attention and ask them if they will participate in the demonstration, as Participant "X".

Ask your volunteer, "X, have you ever been a gardener?" If X responds "Yes", her name goes on the sheet beside gardener. If "X" responds "No", then you can ask X some other questions.

Clarify with participants that you will be interpreting these roles very loosely. Example, if X says "No" in your gardening demonstration, check if she has ever mowed the lawn, watered the grass/flowers, raked leaves, etc. If the answer is "Yes" , she's in. That qualifies for gardening. The same loose interpretation applies to all the roles!

When you have determined all participants understand the process, let them know they will have 5 minutes (or whatever suits your time frame!) to match as many roles and people as possible. Remind them of the prize (or non-prize)! Announce the "Start"!

Facilitators are encouraged to join in the game. It is a great way to get to know participants better!

When time is up, have everyone count how many roles they have names for. Check for the winner by asking how many got names for 5 or more roles. Then, 6, 7, 8, 9, 10 and make a BIG deal of those who got 10!

Tell participants that they are now going to have an opportunity to complete an activity where they will look further at their past experiences and roles.

Activity: Dependable Strengths (35 minutes, based on 3 participants/group)

Tips

- Groups of three participants are suggested for a 45 minute module time frame. Four per group takes longer and will fit the 60 minute time frame. If some groups of four are needed to make the groups work out and you have 45 minutes only, ensure each participant's time is shortened equally (so the last person doesn't get short-changed!)
- Depending on the group, you may want to assign participants to particular small groups to ensure you have a good mix and that each group has some participants able to generate appropriate feedback.

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- Occasionally a participant will not be able to think of anything to talk about. You may anticipate this in advance and keep an eye out for those that may have this difficulty. Quickly and unobtrusively help the participant identify an appropriate experience.
- Ensure groups pay attention to their timing so that everyone has an equal amount of time to talk and receive feedback.
- Be aware of groups comprised of individuals with limited vocabulary who might have difficulty identifying strengths. Ensure the "Assets List" is at an appropriate reading level for your group.

Preparation
Have the following points written on the flip chart/board under the heading, "Dependable Strengths".

Dependable Strengths
In groups of 3 or 4, each participant is assigned a role (A, B, C or D)

Part I	Duration: 4 minutes
A	Tell about an accomplishment/experience you feel very good/proud about
B	Listen and prompt to get details of above
C,D	Listen and record strengths, qualities, skills demonstrated in the experience A talks about
Part II	Duration: 3 minutes
A	Chill out!
B,C,D	Review strengths, add to list as appropriate
Part III	Duration: 3 minutes
A	Listen and receive feedback about your strengths
B,C,D	Give feedback regarding A's strengths verbally and then present them with your written list.

Rotate roles so that each participant gets to play each role.

Note: Have the information covered until participants have completed the first part of the activity, choosing a significant experience and jotting some notes about it.

Present the following definition of "Dependable strengths."

Definition : Skills (ex. organization, time management), talents (ex. working with one's hands, artistic), special knowledge (ex. computers, silk-screening) and other qualities (ex. generosity, dedication) that have been developed over one's lifetime, from childhood to the present, and which when used in combinations enable one to do a certain thing well, with a sense of satisfaction and pride. (Adapted from *J. Forester, 1989, "Rationale of the Dependable Strengths Articulation Process," presented at the Annual Convention of the AACD, Boston, Mass., March 15-18).*

Method
Distribute index cards or ensure all participants have paper available

- Have participants think about something they have done in the past that they felt good about/proud of.

  Emphasize that it does not have to be a huge accomplishment or something that they were recognized for. It could be a problem they resolved, a goal that they set and met, anything that when they were finished they felt good about, (ex. they learned to skateboard, did something for a friend, planned a family party etc.)
- Have participants jot down a few notes regarding their chosen experience, letting them know they will be sharing that experience with a small group a little later.

Demonstration
Demonstrate the process followed in this activity.

- Explain that a volunteer from the group (arrange this with your volunteer in advance) or a co-facilitator will be telling about an accomplishment, (Role A as noted on the flip chart/board). You will take on the role of listening and prompting for details, (Role B).

  Explain that the participants will take on the Roles of C and D, listening to the story and writing down the strengths (skills, talents, special knowledge, and qualities) demonstrated by A in the experience she relates.
- Have the volunteer or co-facilitator relate her story. If you're working with a co-facilitator, ensure that the accomplishment or experience related is appropriate for the group. (For example, learning to roller blade, not writing her thesis.) Question and clarify as appropriate to draw out as many details regarding the experience as possible. (ex., How did you do that...? What did you have to do to...? It seems like there was a fair bit of organization involved. Tell me a bit more about that... etc.)

YOU'RE A STAR!

- Once enough of the story has been related for demonstration purposes, stop and remind participants again where you are in the process. Now have the participants identify all the strengths they have heard in the story just told. Record them on the flip chart under the volunteer's or facilitator's name. Add any strengths that you heard in the story. When all are identified give the sheet to the volunteer or facilitator who told their story.

Group Activity

- Participants work in groups of 3 or 4. Each group member will assume one role (A,B, C, or D) and the group will rotate 3-4 times to ensure that each member plays each role once. When participants are in Role A, they may refer to the notes they wrote about their own story prior to the demonstration.
- Distribute HO #3.2 (Star) and HO #3.3 (Asset List) to each participant.

  Clarify that they will record each individual's strengths (skills, talents, special knowledge, and qualities) on HO #3.2 (Star). Draw attention to HO #3.3 (Asset List), suggesting they may want to refer to it to help identify possible strengths.
- Ensure that everyone is clear regarding process. Ensure each group keeps their own time as noted on flip chart directions.
- Have groups clarify who is starting out in which role and "Go for it!"

Debrief

- How was that experience for you?

  A common response might be "fine" or "great". It will be helpful to dig a little deeper with, "Can you tell me what was great about it?"

Note: You may find that it is not appropriate to debrief this activity immediately or that there is insufficient time to do so. Frequently participants are very buoyed up by the experience of receiving feedback related to their strengths and too much discussion takes away from that wonderful feeling! However, reflection on this activity is KEY! If you don't debrief immediately, take the opportunity to have participants complete the "Learning Log" and find some time at a later date to revisit their experience.

Learning Log

Distribute HO #3.4 (Learning Log). Have participants complete it immediately if time allows. If not, encourage them to complete it later, on their own time. In the reflection section of the Learning Log, have them record 5 strengths that were identified in their story. In the learning section of the Log, have them identify any strengths that they were surprised to learn they had. They should also reflect on what these strengths mean to their career building and how they might express them to potential employers.

Closure (3 minutes)

Have the small groups rejoin the large group. Have participants focus on their "Star" for a moment. Have them choose the one piece of feedback that is most meaningful. Maintain silence for a moment while participants reflect on their meaningful feedback. If time allows, have participants record their response in their Learning Log.

Optional Closure

Follow the above method for closure and have each participant share with the group their most meaningful piece of feedback and why it is meaningful to them.

This closure requires more time, (the total depending on the number of participants).

It will be important to consider whether the group will attend appropriately to each participant as they share, and also the degree of trust/comfort participants have developed with one another.

Extensions

- Encourage participants to refer to *The Edge* (1999) p. 30 to see what some other teens define as success.
- In a follow-up session, suggest to participants that they approach two people they trust and request feedback from them regarding the strengths they see in the participant. Encourage them to have the person write the feedback down. Suggest to participants that they may want to compare the three feedback lists (the one from today's activity and the two they solicit) to see similarities and differences.
- A natural follow-up to this session is one focused on transferable skills. Participants will extend their self-awareness with the discovery that most (if not all) of their strengths (skills, talents, special knowledge and qualities) are transferable to many work roles. (See Transferable Skills Session, p. 19 of the *Facilitator's Edge*)

Content Acknowledgment: Dependable Strengths is an activity with many possible applications. This session is adapted from the Constructivist Career Counselling Project at the University of Victoria.

CRYSTAL BALL GAZING

TO THE FACILITATORS

Session Overview

This module introduces the concept of *having a vision* as a key to decision-making. Participants are asked to identify decisions they are presently faced with in the energizer. Through the experiential activity, participants begin to develop a vision, using the analogy of gazing in their crystal ball. The relationship between their vision and their current decision-making is explored in the second activity.

Background Information

A vision is based on one's heart, values, beliefs and interests. It is not a specific goal. Rather, a vision gives focus and a sense of purpose. While it provides direction, it does not lock in on any one path. Having and refining a vision is a critical part of the career building process. It can be challenging to make this a meaningful process for youth. However, introducing the activity as suggested here – through their own real-life decision issues – can increase the "buy-in" from youth.

Learning Objectives

Participants will:

1) Understand what a vision is
2) Begin to develop their own vision
3) Understand the relationship between their vision, decision-making and career path

Participant Materials

Handouts:
HO #4.1 The Crystal Ball
HO #4.2 Decisions, Decisions??
HO #4.3 Learning Log

Facilitator Materials

Flip chart paper

Preparation

Determine how many groups you will have so that you end up with 4-5 participants in each group. You will need 1-2 pieces of flip chart paper for each group. Draw or place a different coloured square on a piece of paper for each group. Establish work areas for each group by posting the colour-coded papers in various spots around the room.

Energizer: You're ready! (10 minutes)

Note: Although this explanation may look lengthy, the activity should not be! It should be a quick, snappy activity. It is not meant for deep deliberation — just a quick, fun way to get the group moving and to lead into the "meat" of the module!
Have participants get their favourite colour pictured in their mind. Play this up and have fun with the significance of their choice of colour. Let participants know that the papers posted around the room are each colour-coded and they will be moving to the paper with their favourite colour! Two Rules...
1) Only 4, maximum 5 participants can stay at any given colour (you can flex this to suit your needs). Therefore if their colour is full, they will have to go to a second choice, or a third if necessary.
2) Their favourite colour may not appear and then they will also have to go to a second or third choice. Ensure everyone understands, have them pause to envision their colour, letting them know they may not move until you say, Go! "With a flourish, have them "Go!"

If you end up with a group who just got "stuck" at a particular colour, and they are unhappy about this, give them one minute to identify a different colour for their group.

Once participants have sorted themselves out in the groups by colour, announce you will be conducting a deep psychological analysis based on their colour choices. Have fun with this and then announce that due to lack of time you will not be able to complete the analysis today! And, "No", the colour thing has nothing to do with the rest of the activity except that it was just one more decision they had to make. And, now, on with the show...

Have participants, in their groups, brainstorm and record all the decisions they have made since yesterday at noon. Clarify that any and all (Well...within reason!!) decisions can be recorded, small or significant, it doesn't matter! Establish a time frame of 5 minutes and stick to it. Let them know this is a contest to see who can get the most. Give time warnings as to the amount of time left. When time's up, have each group count the number of decisions they have identified. Highest number receives huge applause!

Comment on the thousands of decisions we make everyday, many of them unconsciously. Let participants know you will be referring back to their decisions a little later in the session.

Activity 1: Crystal Ball Gazing (10-15 minutes)
Tips

- Individual activity: The crystal ball activity is deliberately set as an individual activity to preserve privacy related to participants' visions. Some groups enjoy partnering and sharing their visions

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and gain from the experience, while others are uncomfortable with sharing and prefer to keep their visions to themselves. It is important to be sensitive to and respect where your group is at.

- Time considerations: With regard to the visioning activity, be aware that partner work requires additional time.
- Sensitivity: Some individuals object to visualization for any number of reasons and choose not to participate. These individuals can simply be allowed to "Pass" on the activity with no attention being drawn to that. If they are willing, alternatively, they could complete the handout on their own without following your prompts.
- Here's a hot tip (courtesy of "Kids in the Hall Bistro"): To provide extra meaning and some inspiration prior to this activity, consider showing an appropriate movie. A popular favourite is "Cool Running"; "Rocky" might work well too!

Express to participants how great it would be if we all had crystal balls that would predict the future so we'd know which way to go on all those decisions! Let them know that the good news is, there is a crystal ball... and it can be theirs to help them! In fact, it's practically magic! And it works! Ask for their trust on this!

So....let them know you are going to do some crystal ball gazing.

Distribute HO #4.1 (The Crystal Ball). (Ham it up here if it fits for you and the group! Have participants be careful not to break the "crystal balls" as the handouts are passed around the room, etc.)

Now that they all have their own crystal balls, let participants know that you're going to give them the opportunity to gaze into them and get a glimpse of their lives in 2020. (That would be the year 2020, although the analogy to 20/20, perfect vision, is also fun!)

Using the prompts below, have participants clarify their vision in their "crystal ball".

Let participants know that, for now, they can just gaze at their crystal ball and try to "see" what comes up as you provide the prompts. If they want to jot some things down as they see them, assure them that is fine, but there will be time for that in a few minutes as well.

Prompts

As you gaze into your crystal ball, the year is 2020. You have been wildly successful in your life. Sure, there's been the odd bump along the way, but basically things have gone really well for you. You love your life, you are doing things you love to do, with people that are important to you. Your living quarters are outstanding and you're in a great location. It is truly the best! Just focus on your picture that is coming up in your crystal ball. What picture are you seeing? Pay attention to the various parts that emerge.

As appropriate, remind participants that this is a crystal ball and therefore any things that put a damper on life are <u>not</u> part of the picture here. Money is no object. This is a "no-holds-barred" perfect picture! Anything goes!

Use the following additional prompts to help participants refine their vision:

You're doing things you love to do. What are those activities? Fun stuff, work stuff, what are you doing? You'll record them around the "Activities" area on your crystal ball.

And who's in your circle now? What people are in your life and part of all these great activities? Are friends and family part of the picture? Who do you work with? Are you married, any kids? You will jot those ideas down in the "People" area of your crystal ball.

Where is all this happening? What location are you in? Did you stick around or move away to some desert island? What kind of place do you live in — apartment, condo, house? Did you end up a city slicker or did you go for the small town or country life?? You'll record your thoughts on that in the "Location" area.

Are there any "things" in your picture that are really important to you? That darkroom you always wanted or the Harley you said you would get after your first million! Right, that will go down by "Things".

Now that they've looked in their crystal ball, have participants record what they saw, their "vision", on HO #4.1. Remind them of the various categories as necessary.

As appropriate, reassure participants that:

- some parts of their vision in the crystal ball might be very clear, while other parts are hazy and hard

to make out and that it's okay if they can't respond to all the prompts you're giving. The hazy parts will come clear along the way – it's OK if it's not today or tomorrow.

- this is just a starting point and their vision in the crystal ball will grow and change.

Debrief (5 minutes)

- How was that for you, gazing into your crystal ball and getting a glimpse of your future?
- What is the value of crystal ball gazing and having a vision?
- This discussion will very likely touch on how "realistic/unrealistic" it is. The point is to help youth identify the importance of visioning. They may need your help here! Especially those who think dreaming is really a waste of time because it won't come true anyway!
- It will be valuable to listen to all sides and to remind participants that Jim Carey's classmates or parents probably would not have thought it was realistic for him to think he would be a major star commanding huge dollars for roles in highly successful movies. Or what about Terry Fox and Rick Hansen? Did their visions seem realistic?

Points to draw out:

- some might get to their vision exactly as they see it today
- many will get to parts of the vision, but not all
- many will change the picture in the crystal ball as they go along
- all will have a vision of where they want to go in life as long as they keep glancing in their crystal ball along the way

Encourage participants to hang on to their crystal ball and to add to and change their vision as it fits to do so.

Activity 2: **Decisions, Decisions?? (10 minutes)**
Distribute HO #4.2 (Decisions, Decisions??)

Have participants record at least seven current decisions that they are facing. Encourage them to include some smaller and some bigger types of decisions. If they haven't been able to come up with seven, reassure them it is okay. As long as they have 3-4 they will be fine.

Let participants know that now they have looked in their crystal ball, they can use that glimpse of the future to help them make decisions. Reconfirm that all participants would love to be in that picture they just saw in their crystal ball in 20 years or so.

Suggest that as they make decisions right now, they can consider the decision in the light of, "If I do "XYZ" will it get me closer to my vision in my crystal ball?

Demonstrate
Have one participant share a decision she is faced with (or, share one of your own — And be prepared to share a bit of your vision as well!)
Example: Decision for you (facilitator): Should I go with my friend on that off-road bike trip this weekend?

What are my choices? In this case, simply to go or not. Acknowledge that, for some of the decisions participants look at, there may be more than the two choices.

Consider each choice. Will it get me closer to my vision? Involve the group in this process. Considering that one of the parts of my vision is being involved in lots of physical activity, then which choice is preferable ....Check with group. "Yes, it makes sense for me to go. And, my friend is a freelance worker, something that I hope to do at least part-time in the future. I know she will tell me how she got started, and that is a definite step toward my vision. That makes it a double bonus." Check if participants know what the term freelance worker means. Have a mini discussion related to the concept noting that it is a different way of working (a "work alternative" to use the jargon) and one that they might pursue in the future.

Work through another example provided by the group.

Tip: Encourage participants to keep their decisions quite specific (For example, "What to do in my future" might be refined to "Should I apply for art school or work at a ski hill for a year? ").

Have participants consider at least three of their own decisions following this process.

Option: If appropriate, and time permits, have participants pair up with the person next to them to work through three decisions each.

Note: This will involve sharing some of their vision with that person, something they may or may not

want to do. On the other hand, if there is a good level of trust in your group, partnering may enhance the process of looking at the decisions. So..., if you plan to have participants work in pairs, let them know this from the outset so there are no surprises. Keep in mind that partnering will take longer if time is a consideration.

Debrief (5 minutes)
- How did that go for you?
- What was the impact of looking at decisions this way?
- What kinds of decisions had the potential to get you closer to your vision?
- What kinds of decisions had no impact on getting you closer to your vision? (Explore these to ensure they have no impact or re-examine them for impact.)

Learning Log
Distribute HO #4.3 (Learning Log). If time allows, have participants complete it now; if not, encourage them to complete it later on their own time.

Optional Activity 3:Another Step Closer (15 minutes)
Inform the group that they don't have to wait for a decision to come along that might move them towards their vision. They can start that movement any time by identifying things they can do immediately to move toward their vision. Demonstrate this process with an example from the group or one of your own.

Ask for a volunteer who is willing to share something from their vision from any of the four areas.

Example: Joe wants to work overseas in the future.

Have the group suggest things Joe could do within the next 2 months that would get him a step closer to working overseas. Record all suggestions on the flip chart/board. Gather 3-5 suggestions.
Possible suggestions:
- Someone may know someone already working overseas. Joe could obtain this contact and request information from them.
- He could contact companies that have a presence overseas and find out what positions are staffed by Canadians.
- Joe could pick a country he'd like to work in and search for information regarding that country on the Internet, etc.

Check with Joe. Which one of these things could he do to get the ball rolling? Have him make a note of this action below his crystal ball (HO #4.1).

Have participants follow this same process individually to identify at least one thing they could do in the next 2 months that would get them one step closer to one part of their vision.

Option: Have participants work in pairs to identify one action each.

Note that the same considerations as identified for pair work in Activity 2 apply.

Check if everyone was able to identify at least one action they could take in the next 2 months that would get them a step closer to one part of their vision. If appropriate, invite those who didn't identify an action step to consult further with other participants, as time permits, or to check with you.

Debrief
Time will be limited and it will suffice to reinforce the fact that there are concrete steps participants can take right now to help them move closer to their visions.

Extensions
Encourage participants to continue to gaze in their crystal balls and to refine their visions as they go along. Also encourage participants to think about their visions as they face decisions and ensure that their choices keep them moving towards their personal "crystal ball" picture.

Closure: Quotation (1 minute)
Share the following quotation with the group.
"Cherish your visions and your dreams, as they are the children of your soul; the blueprints of your ultimate achievement." ~ Napoleon Hill

Optional Closure
A lovely and very appropriate reading for closing this module is: "Follow Your Dream", from Chicken Soup for the Soul: 101 Stories to Open the Heart and Rekindle the Spirit, 1993. (pp. 207-208)

TRANSFERABLE SKILLS

TO THE FACILITATORS

Session Overview

This session introduces the concept of transferable skills. Participants identify skills used in familiar life/work roles and then, referring to *The Edge* magazine, identify skills preferred by employers in the New Economy. They then explore the transferability of their current skills to work in the New Economy.

Background Information

Youth do not readily acknowledge the skills they use in their daily activities, (work and non-work). The concept of transferable skills is not familiar to many youth. This session reinforces the idea that the skills youth possess and are building today can be applied in many different ways today and tomorrow.

Tips

- This session is a natural extension of the "You're a Star" session. If participants have already completed the "You're a Star" session, you might want to refer to the work participants have already completed in identifying their strengths. Our dependable strengths are often transferable.
- If participants haven't completed "You're a Star", be aware that they may have difficulty identifying skills they possess. The word "skills" is interpreted broadly here and is seen to include personal characteristics (such as positive attitude, adaptability, flexibility, etc.). An asset list is provided to aid participants in identifying skills.

Facilitator involvement is encouraged while the small groups are working. Commonly, participants will be very narrow in their focus regarding transferability. Circulate around and, using the examples they provide, help participants expand their view of the transferability of skills. It is particularly meaningful for participants who have not had paid work, to see how skills they build in other activities, e.g., sports, fine arts, playing video games, are also transferable.

Learning Objectives

Participants will be able to:
1) Define transferable skills
2) Determine the transferability of skills built in their present activities to future work

Participant Materials

Handouts:
HO #5.1 Asset List
HO #5.2 Learning Log

Facilitator Materials

Prepared signs for Energizer
Copies of *The Edge* magazine, (1999) (1 per participant is ideal, but one per small group (4-5 participants) will do the trick!)
Flip Chart Paper and Pens

Energizer: What's Your Line? (5 minutes)

Overview

This energizer serves to break participants into groups that they will stay with for the remainder of the module. Participants are given the choice of a number of activities, work and non-work related, and are asked to go to the activity that appeals most to them. Groups are limited to 4-5 participants and when a group is at the maximum number, potential newcomers must move to their second or third choice.

Preparation

Prior to the activity, determine how many groups you will have if each group has 4-5 participants. For example, if you predict you will have 4 groups, select 4 roles, work or non-work related, that participants will relate to (ex., Pump Jockey, Retail Salesperson, Farm Helper, Convenience Store Clerk, Athlete, Student, Babysitter, etc.). Make 4 signs (or the number you need given your group's size), 1 role per sign. If you're artistic, you can play a little and illustrate your signs! If not, (and who has that kind of time anyway!) just the name of the role is fine! Select an additional role that you believe is generally relevant to most participants (ex., Fast Food Worker — Use the name of the local hamburger joint!). If that is not meaningful in your community, choose something that is (ex., 4-H Member). This role will be used in the large group to demonstrate Activity 1.

Let's Go!

If you have room, have participants form a circle, standing. If not, just leave them in their usual seating arrangement. Tell participants you are going to place a number of signs around the room, each with a different role written on it. They will have the chance to move to the role most meaningful to them. Make a BIG deal of them waiting while you place the signs. If participants are in a circle, just dropping the signs on the floor inside the circle works fine. If they are seated at desks or tables, find a place where you can drop the signs or post them where groups will have enough room to congregate just for this purpose. (They can move elsewhere to complete the remaining activities.)

TRANSFERABLE SKILLS

Once you have placed the signs, remind participants they may not move yet. Review the roles that appear on the signs and remind participants they are to move to the role that they relate to the most. Also tell them that there is a maximum of 4-5 people at each sign and if their choice is maxed out by the time they get there, they must move to another choice. If it fits for you, you can make another BIG deal of getting out of the way, climbing up on your desk, etc. as there will be a stampede to the signs as soon as you say the word, "Go!"

As soon as participants have joined their preferred groups, give them 3 minutes (or whatever timeline is appropriate) and have them exchange information as to why they chose that particular role. What about that role is meaningful to them? If you have a group who just got "stuck" at a particular role, give them one minute to identify a different one that they relate to. If this happens to be a repeat of one already taken, use your discretion. It probably will work just fine because it will be meaningful to them!

Tell participants that you are now going to rely on their expertise regarding the role they have chosen.

ACTIVITY 1: Top Ten Skills Brainstorm (15 minutes)

Demonstration
Have participants remain in the groups they have just formed. Tell them you will work through an example of this activity as a large group, then they will repeat the process in their small group.

Distribute HO #5.1 (Asset List)

Using the role you previously selected as a relevant example for most of the participants (ex., Fast Food Worker or 4-H Member) have the group brainstorm the Top Ten Skills (and/or characteristics) used to "star" in that role (i.e. what do you need to succeed in this role?). "Skill" is interpreted broadly here and is seen to include personal characteristics (such as positive attitude, adaptability, flexibility, etc.). Have participants refer to HO #5.1(Asset List) for names of skills that could be related to this role. Record all ideas on flip chart/board where participants can see them. You will refer back to this information later.

Small Group Brainstorm
Distribute flip chart paper/pens to each group. Ask them to brainstorm the skills they associate with their group's role. Remind them that they can refer to HO #5.1 (Asset List) for the names of skills. Tell groups they will have 7 minutes to brainstorm.

When time is almost up, give a time warning and reassure groups that it is okay if they did not identify ten skills or, if they got more, that is a bonus! Tell groups to choose a member to report the skills they identified to the full group.

Report/Discussion
Have each group report their skills. When all have reported, briefly discuss any overlaps and similarities in the skills required for the various roles. For example, communication skills may appear in most or all roles.

Let groups know that they will refer back to the information they have generated in the next activity.

ACTIVITY 2: The Changing Workplace: Skills for NOW! (20 minutes)
Participants remain in their small groups. Distribute *The Edge* (1999) magazines to each participant (or as many copies per group as you have). Have participants refer to the article, "The Changing Workplace". If time is an issue, direct participants to p. 4 (where the article appears). Otherwise, give participants a few moments to look through the magazine and find the article themselves. If you have time, this browsing process will allow participants to become familiar with the magazine and to discover articles and points of interest that will not be included in this session.

Have participants skim the article, looking for the general skills that employers value in the workplace. Depending on the reading level of your participants, it may be appropriate to have one participant in each group summarize for the rest of the group. Facilitators are encouraged to be sensitive to this and to tailor the activity accordingly. Establish a time frame of 5-10 minutes as appropriate.

Have groups review the skills identified in the article. Start with a "volunteer" group and have them identify one of the general skills from the article. Ask them to give a one sentence explanation of the skill if it needs explaining. Some of the skill areas may need clarification (ex., computer skills — Just how much skill is an employer looking for? Reassure participants that familiarity with the basics such as using the Internet, word processing, maybe a spreadsheet, will get them by in many situations. Reinforce that if they are already familiar with using

TRANSFERABLE SKILLS

computers, they can certainly learn other ways of using them, such as cash registers, etc.). Continue with each group highlighting one skill per group.

Have each group compare the skills identified in the article, "The Changing Workplace", with the Top Ten Skills previously brainstormed for their chosen roles.

Demonstration
Before you have groups go into the activity, demonstrate by comparing the skills identified in the article, "The Changing Workplace," with the skills identified in the previous demonstration (Fast Food Worker or 4-H Member skills). Have participants compare the skills for this role to those identified in the article. Which of the Top Ten Skills are mentioned in the article? Some interpretation may be required here as skills are compared. The article presents "general skills" that represent a number of more specific skills. For example, the skill of "taking customer orders" fits under communication skills, and accepting customer payment and making change fits with math skills (and perhaps computer skills related to use of the cash register). It is important to demonstrate these relationships as participants may interpret the skills very literally and not see the overlap or transferability. Circle the key skills that are identified in the article and indicate the related skill area (ex., computer skills, communication skills, etc).

Have participants repeat the process in their small groups, comparing the Top Ten Skills for their chosen role to the skills identified in the article. Facilitators are encouraged to circulate and ensure groups understand how the specific brainstormed skills fall within the broad skills identified in the article. It is anticipated that most of the skills brainstormed are represented in the article.

If time allows, have groups report their findings. Rotate from group to group, having each identify 2 skill overlap areas until all have been identified. If time is an issue, limit the number of overlap skills identified by each group accordingly.

Explain to the groups they have just been identifying transferable skills. Have them define the term, "transferable skills". Reinforce the idea that all skills are transferable.

Debrief/Discussion
- What relationship did you find between your group's Top Ten Skills and the skills valued by employers as reported in the magazine?
- How many of the Top Ten Skills were transferable?
- What do you think about the statement, "All skills are transferable"?
- What skills are you personally using or building in a role you are presently filling?
- How might those skills be transferable to some future work you may do?
- How might you learn and build the skills you'll need down the road? (Try to draw some suggestions from the group.)

Learning Log
Distribute HO #5.2 (Learning Log). Have participants complete it, if time allows; if not, encourage them to complete it later, on their own time.

Closure (5 minutes)
Have participants choose one skill they presently have and explain how that skill is transferable to some work they might do in the future. Explain that the "future" can be any time after today!

If there's insufficient time to have everyone verbalize their skill, have them record their response in their Learning Log.

Extensions
Encourage participants to "tune in" to the skills they use during the next 24 hours in all the various activities they are involved in (including time with friends, at school or their program, working, with family, etc.). Suggest they take time to record the activities and the related skills. Encourage them to consider how those various skills might be transferable to future work for them.

Optional Activity
Relate "Transferable Skills" to "You're a Star".
If your group has completed the "You're a Star" session, there will be opportunities to relate the learning from one session to the other. Many of the strengths identified in the "Dependable Strengths" activity will be transferable to many other roles. Participants can be encouraged to re-examine those strengths for transferability to other roles they now fill or to possible future work roles they may be interested in pursuing.

Optional Activity: Top Ten Skills That Will Never Be Useful.
Just for fun...
Have your group brainstorm the Top Ten Skills That Will Never Be Useful. Refer participants to "The Changing Workplace" article (p.5) in *The Edge* and challenge them to identify an even better list!

FACILITATOR MATERIALS AND PARTICIPANT HANDOUTS

FACILITATOR MATERIAL 1.1

MEGATRENDS AND MAKING IT HAPPEN

There are five Megatrends listed below. You will have five groups, one per trends. Determine the number of participants per group to ensure you will have approximately equal numbers in each group. Copy and cut up the trend names from the following list so that you have enough for one trend per participant.

INFORMATION JITTERBUG	INFORMATION JITTERBUG
INFORMATION JITTERBUG	INFORMATION JITTERBUG
INFORMATION JITTERBUG	INFORMATION JITTERBUG
INFORMATION JITTERBUG	INFORMATION JITTERBUG
GLOBALIZATION JIG	GLOBALIZATION JIG
GLOBALIZATION JIG	GLOBALIZATION JIG
GLOBALIZATION JIG	GLOBALIZATION JIG
GLOBALIZATION JIG	GLOBALIZATION JIG
TECHNO TWIST	TECHNO TWIST
TECHNO TWIST	TECHNO TWIST
TECHNO TWIST	TECHNO TWIST
TECHNO TWIST	TECHNO TWIST
SERVICE SECTOR SWING	SERVICE SECTOR SWING
SERVICE SECTOR SWING	SERVICE SECTOR SWING
SERVICE SECTOR SWING	SERVICE SECTOR SWING
SERVICE SECTOR SWING	SERVICE SECTOR SWING
SMALL BUSINESS SHUFFLE	SMALL BUSINESS SHUFFLE
SMALL BUSINESS SHUFFLE	SMALL BUSINESS SHUFFLE
SMALL BUSINESS SHUFFLE	SMALL BUSINESS SHUFFLE
SMALL BUSINESS SHUFFLE	SMALL BUSINESS SHUFFLE

FACILITATOR MATERIAL 1.2

MEGATRENDS AND MAKING IT HAPPEN

WHO'S IN CHARGE?

Wendy's Mom has been "on her case" about getting another summer job ever since Wendy quit her fast food job the second week in July. A new video store is just opening in the little shopping centre a few blocks from Wendy's house. Her mom has been "encouraging" her to apply. Wendy isn't really interested as she really wants to work in a clothing store but so far nothing has come up. Wendy decides to apply at the video store thinking at least that might keep her Mom happy. **Who's in Charge? (Wendy's Mom)**

When she takes her application in to the video store, Wendy notices another little shop is almost ready to open and it looks like it might have kid's clothing in it. A person Wendy thinks might be the owner is just opening the door of the new shop. Wendy decides to approach her and ask if it is her shop. The person responds that it is and that she will be selling used kid's clothing. Wendy asks if she has all of her staff hired. **Who's in charge? (Wendy)**

The new shop owner replies that she has some applications but has not done any interviews. Wendy asks if she might give the shop owner her résumé. **Who's in Charge? (Wendy)**

Wendy decides that working in a kid's clothing store would be better than a video store or her old fast food job so she polishes up her résumé, takes it down to the new shop and leaves it with the owner. **Who's in Charge? (Wendy)**

Wendy is excited about the possibility of the job at the kid's store. She tells one of her friends about it, who is amazed Wendy would work in a "used" clothing store. Her friend goes on about selling used clothing and how that is not cool, etc. Wendy is disappointed in her friend's reaction. Later that day, the shop owner phones her to see if she can come in for an interview and Wendy tells her she has changed her mind and that she is not interested after all. **Who's in Charge? (Wendy's friend)**

Wendy gets an interview at the video store. She isn't very keen and she tells the same friend about the interview. Her friend is totally excited. She wonders if Wendy will be able to get free movies and thinks it is really great that Wendy will get to meet a lot of guys renting videos. Wendy's mom is also really pleased about the interview. Wendy goes to the interview, receives a job offer and accepts. **Who's in Charge? (Wendy's friend, Wendy's mom)**

FACILITATOR MATERIAL 2.1

CAREER BUILDING OUTSIDE THE BOX

INFORMATION REGARDING LEARNING OPTIONS

The Workplace. Work experience is extremely valuable learning and you can train on-the-job through mentorship (coaching and support offered by experienced professionals in the organization), self-paced tutorials, professional development programs (one to three day courses offered in and outside of the organization), internships, volunteer assignments, etc. No matter what the job, there are a variety of ways to learn and grow in the workplace.

Public Colleges offer 1 and 2 year certificate and diploma programs which teach knowledge and skills related to specific occupational areas as well as university transfer programs.

Technical Institutes offer 1 and 2 year certificate and diploma programs. The information and skills taught often reflect industry requirements and are related to specific occupational areas.

Apprenticeship Training is a combination of on-the-job training (as a paid employee) and formal instruction in recognized skills. The formal instruction is usually offered in a college or technical institute. Apprenticeship programs are from 3 to 4 years in length.

Universities offer 4 year degree programs as well as post graduate studies and professional programs. Depending on the program, the information may range from very theoretical, (e.g., a degree in philosophy) to a combination of "industry" related skills and theoretical background, (e.g., Teaching or Law).

Private Colleges sometimes have a specific religious affiliation, but welcome students of all denominations. They offer 1 and 2 year certificate and diploma programs as well as university transfer programs.

Private Vocational Schools offer training for specific occupations such as hair styling, commercial pilot licence, modelling, computer skills, etc. Programs vary in length.

And just for your information, not referred to in the activity...
Cooperative Education Programs are offered by some colleges, technical institutes and universities. These programs provide a combination of formal instruction at the institution and on-the-job experiences where learning can be applied.

Distance Education offers the opportunity to study at home "on-line", through teleconferencing and/or other technical connections. Programs offered vary.

Upgrading Programs offer the opportunity to complete courses required for entry into specific programs and are available at adult education high schools, colleges, some technical institutions, and some community-based continuing education programs.

Volunteer Work offers a wide variety of learning experiences that you can tailor to your interests. For more information on volunteering, contact Volunteer Canada at T: (800) 670-0401, E: volunteer.canada@sympatico.ca, W: www.volunteer.ca/dev/

Combinations of the above More and more, people are opting for "mix-and-match" programs, combining courses at a variety of institutions and relevant work experiences to tailor-build their careers.

FACILITATOR MATERIAL 2.2

CAREER BUILDING OUTSIDE THE BOX

LEARNING OPTIONS AND RELATED PROGRAMS AND TRAINING

The six **Learning Options** are in bold and the five related programs follow directly underneath each category. Copy and cut up the listings into individual categories so that there is one slip per participant. If you have fewer than 30 participants in your group, you will have to eliminate some categories. You may choose to keep all the learning options and drop some of the related programs. The choice is yours. If you have more that 30, you may want to add some programs to the "Learning Options" from your own knowledge.

University	**Apprenticeship training**
physiotherapy degree	electrician
engineering degree	landscape gardener
bachelor of education	agricultural mechanic
bachelor of fine art	painter and decorator
physical education degree	motorcycle mechanic
College	**Private colleges and vocational schools**
rehabilitation services diploma	auctioneering
social work diploma	dog grooming
computer programming certificate	private investigator
legal assistant	real estate sales
hospitality and tourism certificate	commercial pilot
Technical institutions	**Workplace learning**
dietary technology	professional development courses
civil engineering technology	internships
telecommunications engineering technology	mentoring
dental laboratory /denturist technology	volunteer assignments
emergency medical technician	self-paced tutorials

HANDOUT 1.1

MEGATRENDS AND MAKING IT HAPPEN

TUNING IN TO THE TRENDS

MEGATREND:_____

What is this megatrend about? Summarize what *The Edge* says.

What work opportunities could be related to this megatrend?

List here the work opportunities that appeal to you. (These may come from your list above as well as those suggested by other groups.)

HANDOUT 1.2

MEGATRENDS AND MAKING IT HAPPEN

"Letting it happen?" vs "Making it happen!"

Think of a time when you were in a situation where you "let things happen" and another time when you "made things happen". Briefly describe the situations and answer the related questions. Your examples may be work or non-work related.

Example:
Ned works in the local burger place. He has been there for 3 months and has spent most of his time in the kitchen making the burgers. The odd time when they've been short-handed out front he has had to fill in and he really liked dealing with the people, taking and filling the orders. He actually did pretty well too, except for operating the cash register which was a little tricky. A couple of new people have been hired and they always get to work at the front. Ned would really like to move to work at the front.

Letting it Happen:
Ned tells the manager he really likes working with people. He's hoping the manager will catch the hint and ask him to fill the next opening in the front.

Making it Happen:
Ned gets Rhonda, the best worker in the front, to show him how to work the cash register when the place is slow and not much is happening. Ned tells the manager he would like a shot at the next position that opens up in the front. He also asks what he could do in the meantime to learn the job, so he'll be ready when an opening comes up.

My examples:
1) Describe a time when you were in a situation when you "let things happen". Your situation can be work or non-work related. (Describe the situation briefly and tell what happened.)

What might you have done to "make things happen"? (Tell what you might have done to try to make the situation turn out the way you wanted it to.)

2) Describe a time you were in a situation when you "made it happen". (Describe the situation briefly and tell what you did to make it turn out the way you wanted it to.)

3) Characteristics of a person who "makes it happen".

HANDOUT 1.3

MEGATRENDS AND MAKING IT HAPPEN

Name _____ Date _____

Reflections...

I learned...

What it means to me and my career building...

Related action(s) I might take...

HANDOUT 2.1

CAREER BUILDING OUTSIDE THE BOX

Career Builders

These teens are out of school and want to take some time to partake in a variety of career building activities outside of full-time studies at a formal learning institution.

Steve
- loves music and computers
- plays a mean guitar
- designs web pages and does other great computer stuff
- dropped out of school after grade 11 (It was so boring!)

Mary
- loves most sports, has competed in and won some serious mountain bike races
- plays on a competitive soccer team
- just finished high school, honour grades in her full academic program
- is thinking of nursing, but just isn't sure

Shaheen
- loves drawing, designing and sewing
- designs and sews all her own clothes
- people consistently ask her where she gets her clothes, they are crazy for them!
- just finished high school, a solid 60%er, except for Art and Graphic Art at 90%+

Claude
- Mr. Popular, great athlete, loves sports, gets along with everyone
- always has a deal on the go, starting years ago with his sports card trading business out of his locker
- loves business, can sell anybody anything, does not love school
- finished high school this year

Kimberly
- loves animals, always wanted to be a vet
- single Mom, one young child
- dropped out half-way through grade 12 (She was just too tired to study!)
- was getting great grades, especially in her Sciences

Brett
- loves the "hands-on" courses, especially the building construction course that he aced
- has rebuilt and refinished a '57 Chevy, his pride and joy
- lives in the country and loves it
- just finished grade twelve, the first in his family to graduate

HANDOUT 2.2

CAREER BUILDING OUTSIDE THE BOX

EXAMPLE

Career building involves:

- People - connecting with people "in the know" (ex. mentorship, coaching, networking)
- Learning - building knowledge and skills in areas of interest through formal and informal learning (ex. university programs, professional development, continuing education) and through "hands on" work experience (ex. volunteering, internships, co-ops, full and part-time paid work)
- Looking - taking a look around for new opportunities and ideas (ex. travelling, reading the paper, watching the news, information interviewing, etc.)

Plan for career building outside of formal training!

- Identify at least 5 activities your teen can get involved in that will help her/him career build.
- For each activity, indicate the area of career building and how you think the person will gain from it in terms of her/his career.
- Be sure to include all three areas of career building: people, learning and looking.

Example:

Claude

- Mr. Popular, great athlete, loves sports, gets along with everyone
- always has a deal on the go, starting years ago with his sports card trading business out of his locker
- loves business, can sell anybody anything, does not love school
- finished high school this year

Activity	Career Building Area	What Claude will gain
1. Summer Job at Sport Chek	Learning – hands-on, paid People	• Skill building in sales • Sports product knowledge • Customer relations • Connecting with "reps" for the lines carried, e.g., Nike, Oxygen, etc. • Network with customers – some important sports people in the community
2. Continuing to run his "Speciality T-shirt business"	Learning - hands-on People Looking	• Skill building in sales • Small business management • Time management • Connecting with sports leaders in the community • Watching for events that might spark T-shirt sales
3. Travel in Australia and New Zealand	Looking People	• Chance to observe sports-related businesses • Interesting and new ideas kept in an "Idea Log" • Chance to meet people on an international basis

HANDOUT 2.3

CAREER BUILDING OUTSIDE THE BOX

WORKSHEET

Career building involves these areas:

- People - connecting with people "in the know" (ex. mentorship, coaching, networking)
- Learning - building knowledge and skills in areas of interest through formal and informal learning (ex. university programs, professional development, continuing education) and through "hands on" work experience (ex. volunteering, internships, co-ops, full and part-time paid work)
- Looking - taking a look around for new opportunities and ideas (ex. travelling, reading the paper, watching the news, information interviewing, etc.)

Plan for career building outside of formal training!

Identify at least 5 activities your teen can get involved in that will help her/him career build.

- For each activity, indicate the area of career building and how you think the person will gain from it in terms of her/his career.
- Be sure to include all three areas of career building: people, learning and looking.

Career Building for _____

Activity	Career Building Area	What _____ will gain
1.		
2.		
3.		
4.		
5.		

HANDOUT 2.4

CAREER BUILDING OUTSIDE THE BOX

LEARNING LOG

Name _____ Date _____

Reflections...

I learned...

What it means to me and my career building...

Related action(s) I might take...

HANDOUT 3.1

YOU'RE A STAR

ROLEMANIA

For each role on the list, find a person in the group who has filled that role. Write their name by the appropriate role.

Role	Name
1. Athlete	
2. Counsellor	
3. Cook	
4. Gardener	
5. Salesperson	
6. Social Convener	
7. Image Consultant	
8. Mediator	
9. Cleaner	
10. Coach	

THE FACILITATOR'S EDGE: GROUP SESSIONS FOR EDU-CATORS -ADAPTED WITH PERMISSION: HANDCOCK TAYLOR & ASSOCIATES HO 3.1

HANDOUT 3.2

YOU'RE A STAR

HANDOUT 3.3

YOU'RE A STAR

ASSET LIST

SKILLS	TALENTS	KNOWLEDGE (OF)	PERSONAL QUALITIES
communicating	handy (fixes anything)	automobiles	adaptable
decision-making	musical artistic	budgeting	ambitious
drawing	performing	community recreation	analytical
leadership	singing	care-giving	assertive
managing	writing	computer technology	collaborative
marketing		fashion trends	confident
negotiating		fast food industry	creative
organizing		high school curriculum	dedicated
planning		music	effective
playing a musical instrument		performing arts	enthusiastic
playing sports		retail merchandising	innovative
presenting		school system	intelligent
public relations		sports	mature
public speaking		visual arts	optimistic
teaching			patient
writing			persistent
			professional
			responsible
			sincere
			team-player

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HANDOUT 3.4

YOU'RE A STAR

LEARNING LOG

Name _____ Date _____

Reflections...

I learned...

What it means to me and my career building...

Related action(s) I might take...

HANDOUT 4.1

CRYSTAL BALL GAZING

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HANDOUT 4.2

CRYSTAL BALL GAZING

DECISIONS, DECISIONS?? List at least 7 decisions you are presently faced with...

DECISIONS	RELATED CHOICES	FOR EACH CHOICE: DOES IT GET ME CLOSER TO MY VISION? Yes	No	No Impact
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐
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		☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐

HANDOUT 4.3

CRYSTAL BALL GAZING

LEARNING LOG

Name _____ Date _____

Reflections...

I learned...

What it means to me and my career building...

Related action(s) I might take...

HANDOUT 5.1

TRANSFERABLE SKILLS

ASSET LIST

SKILLS	TALENTS	KNOWLEDGE (OF)	PERSONAL QUALITIES
communicating	handy (fixes anything)	automobiles	adaptable
decision-making	musical artistic	budgeting	ambitious
drawing	performing	community recreation	analytical
leadership	singing	care-giving	assertive
managing	writing	computer technology	collaborative
marketing		fashion trends	confident
negotiating		fast food industry	creative
organizing		high school curriculum	dedicated
planning		music	effective
playing a musical instrument		performing arts	enthusiastic
playing sports		retail merchandising	innovative
presenting		school system	intelligent
public relations		sports	mature
public speaking		visual arts	optimistic
teaching			patient
writing			persistent
			professional
			responsible
			sincere
			team-player

HANDOUT 5.2

TRANSFERABLE SKILLS

LEARNING LOG

Name _____ Date _____

Reflections...

I learned...

What it means to me and my career building...

Related action(s) I might take...